College of Southern Maryland
La Plata · Leonardtown · Prince Frederick · Regional Hughesville

March 31, 2021

Dr. James D. Fielder
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

The College of Southern Maryland has carefully considered the proposal by Hagerstown Community College to offer an A.A.S. – Medical Laboratory Technician. I acknowledge the regional demand for producing skilled practitioners in this field. The attached analysis was jointly prepared and submitted by Dr. Diane Davis and Ms. Stacey Rohrbaugh. Dr. Davis oversees the B.S. in Medical Laboratory Science degree at Salisbury University, and Ms. Rohrbaugh is the Program Director of the MLT AAS degree at Allegany College. The MLT program director and faculty at College of Southern Maryland support the report which makes a compelling case that the best way to achieve more skilled MLT practitioners in Maryland is to bolster existing programs. Based on the report, it becomes clear that a new program in Maryland and the region would exacerbate an already critical shortage of clinical positions for existing programs and would not increase the number of medical laboratory technicians. Therefore, I support the objection outlined in the report on the grounds that the proposed program will cause "unreasonable program duplication which would cause demonstrable harm to another institution."

Thank you for your consideration, and I will be happy to discuss this further.

Sincerely,

Rodney W. Redmond, Ed. D
Interim Vice President of Academic Affairs

Rationale for Objecting to the Hagerstown Community College Proposal for a New A.S.S. – Medical Laboratory Technician.

Prepared by Dr. Diane Davis, Ph.D., MLS $(ASCP)_{CM}$, SLS_{CM}
Chair, Department of Medial Laboratory Sciences
Salisbury University, MD

Submitted with support of Stacey Rohrbaugh
Program Director and Professor
Medical Laboratory Technology & Phlebotomy
Allegany College, MD

Consistent with Education Article§ 11-206.1 of the Annotated Code of Maryland and the Code of Maryland Regulations 13B.02.03.27, we the undersigned wish to let our objection be known to the proposed Medical Laboratory Technician (MLT) degree at Hagerstown Community College (HCC). Per the instructions provided (Appendix 1), we are objecting based on our conclusion that an MLT program at HCC will cause "unreasonable program duplication which would cause demonstrable harm to another institution."

First, we support the spirit of HCC's proposal given that there is a nation-wide and state-wide shortage of medical laboratory professionals. This is undeniable, and all of the programs in Maryland have been working hard to fill programs to capacity and to create articulation agreements to facilitate the education of MLT's (associate degree professionals) to MLS's (Medical Laboratory Scientists, bachelor's degree level). The authors of the HCC proposal, however, appear to be uninformed regarding the difficulties in placing medical laboratory students into the required clinical internships in virtually every state in the U.S. This is a hard barrier to servicing the current level of students, let alone an expanded number of students. All accredited MLS and MLT programs in the state need to provide clinical internships, and both levels of students rotate in the same settings. The HCC proposal (Appendix 2, page 6) only acknowledges 5 community colleges as potential competition for this degree, and they only examine geographic distance between the community colleges as a metric for competition. This is not accurate. Another MLT program might not be competition for MLS programs in terms of the degree, but they are competition for a very limited resource, the hospitals. Further, the geographic distance between HCC and other MLT program in the state is insufficient to exclude HCC as a competitor for clinical sites with the other MLT programs.

The current capacities of the medical laboratory programs in Maryland are:

Table 1:

Institution	Degree/Practice Level	Maximum Capacity
Morgan State University	Bachelor's/MLS	10 per cohort (Currently enrolled at 7)
Salisbury University		18 per cohort (Overenrolled Fall 21 cohort to 20)
Stevenson University		10 per cohort (Currently overenrolled to 11.)
University of Maryland, Baltimore		60 per cohort, but ~20 average per cohort
Walter Reed		Not applicable. Federal government entity.
Allegany College of Maryland	Associate/MLT	5-year average 12 per cohort/16 capacity
Anne Arundel Community College		12 per cohort
College of Southern Maryland		12 per cohort
Community College of Baltimore County		20 per cohort, but average of ~14 per cohort
Howard Community College		Not applicable. Program in the process of closing.

It is important to note that the capacities listed above are <u>not</u> always being supported in full by existing hospitals in the region at this time. Many programs have had to develop alternate experiences, including mock clinical internships on campus. Each of these less authentic clinical internships has the potential for endangering the accreditation of the program that is forced to use them. Despite a number of modified practica, there are still not enough clinical sites for existing programs. The HCC projected number of students (Appendix 2, page 5) is unrealistic. HCC is projecting at total

of 67 full-time and part-time students by year 5. If only half of that number Hagerstown students need clinical internships in a given year, then ~33 additional students entering into competition with the students indicated above is a dangerous increase and is unsustainable. No other school is supporting even close to 33 students per year with clinical rotations.

In addition, the insufficient medical laboratory internship capacity in Maryland's hospitals is understated by the numbers above. There is no geographic requirement by accreditation that internships must be close to the degree-granting school. Indeed, it is common for schools all over the country to use clinical sites that are relatively far from campus. The Maryland schools listed above are also in competition with schools in Pennsylvania, Virginia, West Virginia, the District of Columbia and Delaware. Examples of schools that send students to Maryland includes University of Delaware's MLS program and Delaware Technical and Community College's MLT program, just to name one school for each level. State lines are no hindrance to schools seeking an affiliation when one is needed. Again, adding HCC into the mix for these limited clinical placements is harmful to existing programs.

In private conversations, some of our clinical sites have told us that there are already too many students in the region for hospitals to accommodate, given their workloads and space limitations. We undertook a quick survey of several hospitals in Maryland to get a sense of where they stood on this issue. Each participating program contacted their contracted affiliates and the survey results are in Appendix 3. There were 39 total responses representing 21 different hospitals throughout Maryland who reported their student capacities as follows:

Table 2:

Lab Area	Maximum student capacity in perfect year		Minimum student capacity in a difficult year	
	Average per site	Total for all sites	Average per site	Total for all sites
Entire lab	10.6	244	2.8	68
Blood Bank/ Transfusion	4.4	87	1.7	33
Microbiology	2.9	61	0.6	13
Hematology	3	87	1.2	35
Chemistry	3.5	106	1.6	46

When the current school capacity is totaled (from Table 1), there are currently ~108 students per year in Maryland needing clinical rotations in at least the above 4 major content areas. The totals indicated above are insufficient even in a "perfect" year, and in a difficult year, they are grossly insufficient. This data is, of course, incomplete since we cannot force everyone to respond, but it does give credence to what all medical laboratory educators already know. There are serious problems with getting enough clinical placements for even the current program capacities.

Survey respondents were also asked about their support of expanding medical laboratory programs in Maryland with these results:

In order to meet the workforce shortage in medical laboratories, would you support new schools offering MLS/MLT degrees or existing schools increasing capacity by agreeing to take more MLS/MLT students than you currently do?			
	Total #	Total %	Number of additional students willing to accept
Yes, I support increased capacity and I would increase the number of students I take to accommodate the increased capacity. The approximate number of students slots I could increase is:	7	18.92%	1,2,2,3,4,1, no answer
Yes, I support increased capacity but I cannot take any more students than I do now.	25	67.57%	
No, I do not support increased capacity.	5	13.51%	

Again, survey results confirm what educators already know. There is a workforce shortage in Maryland for medical lab personnel, and sites support producing more graduates, but for the most part cannot accommodate them for the experiences required by accreditation. Adding additional pressure from a new program makes no sense.

Another very real limitation being addressed by all programs in the state of Maryland is an alarming reduction in the number of sites available for internships in certain disciplines of our profession, especially microbiology. (See data above to confirm this.) As the large hospital entities purchase smaller entities, consolidation of laboratory testing to particular sites has occurred quickly. This is not a problem faced by other healthcare programs. Patients cannot be put in a car and consolidated to a central hospital, but laboratory specimens can be put in a car and transported to a large central lab. The smaller sites have less testing capacity and are less expensive to operate in this scenario, but it also can mean that the site becomes inadequate for student internships. The larger central labs have not expanded their student capacities to compensate, and this contributes to the difficulty in having sufficient student placements for all disciplines. Since HCC is inexperienced with MLT education, they may be underestimating this difficulty. We note that they have not adequately addressed how they would place the number of students that they anticipate having in their proposal.

None of the explanations above regarding limited resources serve to address the very real workforce shortage in Maryland of properly credentialed medical laboratory personnel. We assert unequivocally that the solution is not to introduce another program which would weaken the existing programs but rather the intent should be to strengthen the existing programs so that increased capacities can be realized.

First, we note significant start-up costs to purchase equipment and establish a dedicated lab for MLT education at HCC. Unlike many healthcare majors, the consumable costs for doing laboratory tests on an annual basis can be significant. The proposal does not address anything other than start-up costs, and the purchase of any new lab equipment likely duplicates that which current MLT schools have, so we suggest ways to strengthen what already exists. It is likely that a cooperative model could be developed in which already existing MLT programs could deliver lectures via distance learning to HCC. Students could then go to the existing labs which are already outfitted with appropriate equipment a couple of times each semester for consolidated laboratory sessions. The money saved could be diverted to the purchase of consumables for the laboratory without new equipment having to be purchased, and student driving time could be minimized. Part of such an endeavor would be to apply for a Perkins Innovations grant, and the start-up time would be minimal compared to starting a new program from nothing. Accreditation would likely be earned much sooner because it would be a modification of an existing program, and lab professionals would enter the workforce on an accelerated timeline.

We all agree that we need to build on existing efforts to promote medical laboratory education in the state. There are currently numerous articulation agreements between the community colleges and the 4-year schools to provide a seamless transition from MLT to MLS. These articulation agreements recognize the clinical internship experiences at the MLT level and then reduce the clinical placements needed to provide baccalaureate level practitioners. We would welcome HCC as a partner in such endeavors, where possible. In addition, there are existing exchanges between Maryland medical lab programs to avoid duplication of effort and minimize unnecessary work for the clinical sites. This reduces resistance at clinical sites to take students. For example, several schools have collaborated on a common set of rotation objectives to make it easier on clinical sites to have students. These processes are already in place, and all of us are willing to do more. Finally, we'd like to point out the new Maryland Education Alliance agreement, just completed March 3, 2021. This agreement allows host colleges to offer programs not currently offered by their institutions by sharing existing program instructional costs, and it is attached in Appendix 4. A direct quote from the agreement: "MEA was established to sponsor joint programs among the Member Colleges for which there was a defined need and demand in the region, but which were too costly for an individual college to support on its own." MLT programs are a perfect fit for such a collaboration since typically small enrollment cohorts are costly for a single institution to support. By collaborating in this way, an effective and fiscally responsible program could be established, and cohorts sized appropriately for the available clinical slots in the area. We suggest that this mechanism of bringing an MLT degree to HCC be explored before an entirely free-standing program is considered.

In several places in this document, we have pointed out unrealistic projections and/or unaddressed issues related to starting an MLT program in the HCC proposal. We would not want to see HCC open its doors for an MLT program and then have the same fate as the short-lived Frederick Community College MLT program or the Howard Community

College MLT program that is currently in the process of closing, or the program that opened across state lines in nearby Blue Ridge Community and Technical College in Martinsburg, WV which also opened a short-lived MLT program. The process of opening an unsustainable program consumes financial resources at the very least, and if that program interferes with the recruitment, retention and internship placement of other schools, then harm is sustained on other campuses as well. Originally the Frederick and Howard programs were brought to MHEC as a proposed consortium venture, but somewhere in the timeline developed their own programs instead of pursuing the joint venture. As an alternative to starting another program, we propose that collaborative educational options be explored, developed, and supported by MHEC, institutions and clinical affiliates. We propose that through such a collaboration, existing programs would be strengthened through sustained or increased enrollments, and the workforce needs would be addressed in areas where regional gaps exist. Collaboration and sharing resources are a more efficient and responsive way to increase the numbers of professionals entering the workforce, even in these workforce gap areas. We propose this as a solution with a greater chance of program sustainability and success then what was attempted in the recent past 10 years where three MLT programs have opened and closed due to high program costs or clinical affiliate availability. Flexible learning formats and current educational programs expanding clinical affiliate sites to include this region as part of this collaboration can better address gaps without opening an additional MLT program.

Addressing the workforce shortage is not a new notion for the existing medical laboratory programs in the state of Maryland. The SARS CoV-2 virus has made that shortage even more acute, but it also derailed on-going initiatives amongst educators as we scrambled to deliver our curricula under new and challenging circumstances. Alleghany College of Maryland and Community College of Baltimore County had been involved with regional economic partners prior to the pandemic to create educational partnerships. We have been addressing the challenges in recent years and want to continue to do so, but not in a weakened state. We profoundly believe that an MLT program at HCC duplicates efforts and resources already in the state, and the competition for clinical sites will weaken the existing schools. We therefore respectfully ask that the proposal to start a Medical Laboratory Technician Program at Hagerstown Community College be denied.

Appendix 1: MHEC Instructions for an Objection Letter

Instructions for written reaction to program proposal…

The information below will be found in every program proposal sent out by MHEC for 30 day review by USM institutions. Look for emails with the subject "Academic Program Proposal for your review…", you will find this statement in the individual program proposal attachments. Be sure responses are sent prior to the deadline in the first paragraph.

Written reactions to this proposal should be forwarded to the Academic Program Mailbox (acadprop.mhec@maryland.gov), by Date here. Consistent with Education Article§ 11-206.1 of the Annotated Code of Maryland and the Code of Maryland Regulations 13B.02.03.27, the Commission may file, or the institutions of higher education in the State may file with the Commission, an objection to a proposed program within thirty days of receipt of this notice. Comments or objections filed by an institution must be based on the following:

(1) inconsistency of the proposed program with the institution's approved mission for a public institution of higher education and the mission statement published in the official catalog of a nonpublic institution of higher education;

(2) not meeting a regional or statewide need consistent with the State Plan for Postsecondary Education;

(3) unreasonable program duplication which would cause demonstrable harm to another institution; or

(4) violation of the State's equal educational opportunity obligations under state and federal law.

Comments or objections shall be accompanied by detailed and specific information and data supporting the reasons for objection. Undocumented submissions will be considered as comments only.

Appendix 2: Hagerstown Community College Proposal for Medical Laboratory Technician Degree

MEMORANDUM

DATE: March 1, 2021

TO: Ms. Sara Fidler, President, MICUA
Dr. Jay A. Perman, Chancellor, USM
Mr. Matt Daly, President, MAPCCAS
Dr. Tuajuanda C. Jordan, President, St. Mary's College of Maryland
Dr. Bernard J. Sadusky, Executive Director, MACC
Dr. David Wilson, President, Morgan State University
College and University Chief Academic Officers

FROM: Emily A.A. Dow, Ph.D.
Assistant Secretary of Academic Affairs

SUBJECT: New Academic Program Proposal

The Maryland Higher Education Commission has received for review and action the following program proposal:

Hagerstown Community College
New Academic Program – Associate of Applied Science (A.A.S.) in Medical Laboratory Technician

Written reactions to this proposal should be forwarded to the Academic Program Mailbox (acadprop.mhec@maryland.gov), **by April 1, 2021**. Consistent with Education Article § 11-206.1 of the Annotated Code of Maryland and the Code of Maryland Regulations 13B.02.03.27, the Commission may file, or the institutions of higher education in the State may file with the Commission, an objection to a proposed program within thirty days of receipt of this notice. Comments or objections filed by an institution must be based on the following:

(1) inconsistency of the proposed program with the institution's approved mission for a public institution of higher education and the mission statement published in the official catalog of a nonpublic institution of higher education;
(2) not meeting a regional or statewide need consistent with the State Plan for Postsecondary Education;
(3) unreasonable program duplication which would cause demonstrable harm to another institution; or
(4) violation of the State's equal educational opportunity obligations under state and federal law.

Comments or objections shall be accompanied by detailed and specific information and data supporting the reasons for objection. Undocumented submissions will be considered as comments only.

EAAD:gra

C: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Ms. Sara Fidler, President, MICUA
Ms. Jody Kallis, Legislative Director, MACC
File: 21034

HAGERSTOWN COMMUNITY COLLEGE

11400 Robinwood Drive • Hagerstown, MD 21742-6514 • 240-500-2000
Office of the Vice President of Academic Affairs and Student Services

January 19, 2021

James D. Fielder, Ph.D.
Secretary of Higher Education
The Maryland Higher Education Commission
6 N. Liberty St.
Annapolis, MD 21201

Dear Dr. Fielder,

I am pleased to submit for approval an Associate of Applied Science in Medical Laboratory Technician. The Hagerstown Community College Board of Directors has approved the new program.

Thank you for your consideration of this proposed program; a check was sent to the MHEC Collegiate Affairs office for the substantive fee. If I can provide additional information, please contact me.

Sincerely,

C. David Warner, III, Ed.D.
Vice President, Academic Affairs and Student Services

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Hagerstown Community College

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: (●) Yes ( ) No
Payment Type: ( ) R*STARS # 1114277 (●) Check # 1114277
Payment Amount: $850.00
Date Submitted: 1/21/2021

Department Proposing Program	Health Sciences Division	
Degree Level and Degree Type	Associate of Applied Science	
Title of Proposed Program	Medical Laboratory Technician	
Total Number of Credits	63	
Suggested Codes	HEGIS: 5205.01	CIP: 51.1004
Program Modality	(●) On-campus	( ) Distance Education (*fully online*)
Program Resources	(●) Using Existing Resources	( ) Requiring New Resources
Projected Implementation Date	(●) Fall ( ) Spring ( ) Summer	Year: 2021
Provide Link to Most Recent Academic Catalog	URL: http://catalog.hagerstowncc.edu/	
Preferred Contact for this Proposal	Name: C. David Warner, III, Ed.D.	
	Title: Vice President, Academic Affairs and Student Services	
	Phone: (240) 500-2231	
	Email: cdwarner@hagerstowncc.edu	
President/Chief Executive	Type Name: James Klauber, Ph.D	
	Signature: [signature]	Date: 01/21/2021
	Date of Approval/Endorsement by Governing Board:	01/21/2021

Revised 1/2021

Academic Program Proposal for Associate of Applied Science in Medical Laboratory Technician
Hagerstown Community College

A. Centrality of Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Hagerstown Community College (HCC) is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College's mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education. The HCC mission statement is, "Hagerstown Community College ensures equitable access to affordable high quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development".

The A.A.S. Medical Laboratory Technician (MLT) degree will prepare students for practice as a medical laboratory technician, also known as a clinical laboratory technician in a variety of practice settings, such as diagnostic labs, doctor's offices, hospitals, industry, and biotechnology. Hagerstown and the surrounding area (Allegany County, Garrett County, and Frederick County) is home to many such settings, including Meritus Health, Family Healthcare of Hagerstown, John Hopkins Community Physicians, and Western Maryland Hospital Center. Medical laboratory technicians, under the supervision of medical laboratory technologists, apply knowledge of test procedures and quality control methods in the areas of hematology, chemistry, serology, urinalysis, blood bank, microbiology, and phlebotomy; performs tests accurately and efficiently using both automated and manual methodology; evaluates the clinical significance of test results. Upon successful completion of the MLT program, students will be eligible to take the Medical Laboratory Technician certification examination through the American Society of Clinical Pathology (ASCP).

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

HCC is dedicated to offering programs that prepare our students for university transfer, career preparation, or personal development. HCC's strategic goal 2, addresses the development of

courses that support a "responsive and dynamic curricula." The development of the Associate of Applied Science in Medical Laboratory Technician is in line with this goal; the development of curricula in the MLT field is in response to the needs of healthcare employers in HCC's region and provide students curricula to pursue career opportunities. In collaboration with community partners and an advisory committee, the educational goals and outcomes will be reviewed and measured annually to reflect the principles and ethics of the health information management field, and uphold the mission of HCC. These partnerships will be critical to HCC's program development as is reflected in strategic goal 8, which states, "expand community and business services and strategic partnership and alliances," specifically "establish strategic partnerships and alliances in fulfilling the mission" and "cooperate with other community organizations in seeking educational solutions." HCC faculty and administrators, who have years of industry experience, will work closely with community partners and advisory committee members to evaluate, update and revise the curriculum to meet needs. Additionally, curricula will be in alignment with the requirements of the National Accreditation for Clinical Laboratory Sciences (NAACLS). Completing the proposed Medical Laboratory Technician degree program at HCC allows our graduates to pursue positions in the healthcare industry as entry-level technicians.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least first five years of program implementation. (Additional related information is required in section L)**

   Expenses for the proposed Medical Laboratory Technician degree program would be funded by student tuition and fees collected by students enrolled within the program. Collectively, the current college resources and future tuition revenue will support and sustain the program for the next five years (See Table 1 and Table 2). Equipment and library resources are to be budgeted within the general operating budget on an ongoing basis. Since the proposed program will be a career program, it will be List A Perkins eligible; hence Perkins funding could purchase new equipment that may be necessary to stay current in the field, as well as professional development for instructors. Additionally, HCC will investigate opportunities available for an Appalachian Regional Commission (ARC) Grant, specifically as it related to State Objective 2.6, in which all Appalachian counties will equal or exceed the national average for enrollment in post-secondary education and ARC Investment Goal 2, ready workforce by increase in education, knowledge, skills, and health of residents to work and succeed in Appalachia.

4. **Provide a description of the institution's commitment to:**
   a) Ongoing administrative, financial, and technical support of the proposed program.
   b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

   HCC has a commitment to ongoing administrative, financial and technical support for all educational programs. The proposed program will be housed in the Career Programs Building on campus. The proposed program will be overseen by a program coordinator and the Health Sciences Division Director. Unit plans are built upon the College's vision, institutional priorities, and strategic plans, as well as needs within the unit. As such, units report projected needs for maintaining productivity and improving results; resources needed to maintain or

improve productivity (e.g., personnel, supplies, equipment, technology, facilities). This information is the foundation for the unit's plan and budget.

Hagerstown Community College will begin the proposed program with a small cohort of students with the anticipation that the cohort size will grow as the program matures. It is anticipated that students will be able to complete the program on a full-time or part-time basis. Hagerstown Community College is committed to the success of their students and provides a variety of support services to ensure retention and completion.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge.
b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.
c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

As shown in Section C - Market Supply and Demand, the employment outlooks for medical laboratory technicians is expected to grow faster than average. The proposed Medical Laboratory Technician program affords students the opportunity to obtain foundational knowledge and a skill set to be entry-level medical laboratory technicians. At an entry level, they will hold the competencies necessary to perform routine clinical laboratory tests, as well as have responsibilities for information processing, training, and quality control monitoring wherever clinical laboratory testing is performed. The proposed program will prepare students for employment opportunities in a variety of healthcare settings, such as general medical and surgical hospitals, medical and diagnostic laboratories, physician offices and outpatient care centers.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The 2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt has three goals: Access, Success, and Innovation. As stated in the summary of the plan: "The 2017-2021 Maryland State Plan for Postsecondary Education embraces the need to develop creative, unique, successful initiatives, and these initiatives can only be embraced if they support all students." The proposed Medical Laboratory Technician degree program would meet the following strategies:

- Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The curriculum for the proposed program has been developed to follow a focused pathway

that will help encourage students to complete the degree program in a timely manner, as well encourage college completion and student success.

- Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness will be met by developing affiliation agreements with area hospitals, clinics, laboratories for the MLT students to complete their clinical rotations and potential places of employment. Additionally, HCC will investigate articular agreements with the 4-year Bachelor of Science in Medical Laboratory Science programs in Maryland to facilitate career laddering in the profession of clinical laboratory science.

- Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges. The propose project will include didactic and clinical/laboratory courses. Courses will be developed to incorporate innovative strategies to improve student outcomes. Examples of these strategies may include flipped classrooms, utilization of technology and competency-based learning. Additionally, faculty are providing opportunities for professional development to enhance their pedagogical practices.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. **Describe potential industry and industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

   The potential industry or industries in the tristate area and beyond that all utilize medical/clinical laboratory technicians includes hospital clinical laboratories, commercial clinical laboratories, physician offices, and public health laboratories within this geographic region. The expected level of graduates once they complete this proposed degree program would be entry-level medical laboratory technicians. The occupational projects shared below reflect growth over the next ten years.

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

   According to the Maryland Department of Labor, Licensing, and Regulation, employment growth for medical/clinical laboratory technicians is projected at 9,205 through 2028, and total job opening are projected to grow by 21.66 percent over the current demand with long-term occupational projections and 7.8 percent increase by 2021 with short-term projections. A search of job openings using Indeed.com shows multiple listings of job openings for medical/clinical laboratory technicians in the tristate region.

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

It is difficult to quantify the number of potential students for this program, but student interest in all health professions programs is very strong. The number of applicants for all health professions programs at HCC exceeds the number of students that can be admitted. Student enrollment in medical and clinical laboratory technician programs across the country is robust. It is anticipated that HCC's proposed Medical Laboratory Technician program would generate similar interest. In addition, students who currently are enrolled or who have completed our Phlebotomy Certificate have an opportunity to ladder into the Medical Laboratory Technician program. The proposed program will attract a diverse group of students from Washington County and the surrounding area. The program will recruit students from several sources: (1) incoming freshman seeking a degree in Medical Laboratory Technician, (2) current HCC students, and (3) current phlebotomy professionals seeking to expand on their current skill set. The total class size for the first cohort is projected at 12 (10 full-time students and 2 part-time students) with an anticipated increase of 30% for each cohort thereafter through year 5. Each cohort completes the program through two academic years.

Student Enrollment Projects

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time	10	23	30	39	51
Part-Time	2	6	8	14	16
Total	12	29	38	53	67

The proposed medical laboratory technician program will follow a cohort design. The cohort scheduling model will provide additional support for students in the program. Cohort classes follow a more structured schedule than the typical college classes and offer more one on one time with the instructor. Studies demonstrate that when students are able to learn together in a cohort, they have greater success and are more likely to finish their respective program.

4. Provide data showing the current and projected supply of prospective graduates.

According to the Bureau of Labor Statistics (BLS), "employment of medical/clinical laboratory technicians is projected to grow 7 percent from 2019 to 2029, faster than the average of all occupations. An increase in the aging population is expected to lead to a greater need to diagnose medical conditions through laboratory procedures. Medical/clinical laboratory technician will be in demand to use and maintain the equipment needed for diagnosis and treatment" (BLS, 2020). BLS expects a national employment of 362,500,800 by 2029 and annual projected job openings of 24,700.

Bureau of Labor Statistics – Long Term Occupational Projects 2019-2029 (National)

Occupation	Base Year	Base	Projected Year	Projected Jobs	Change	Percent Change	Average Annual Openings
Medical/Clinical Laboratory Technician	2019	337,800	2029	362,500	24,700	7.3%	17,942

In Maryland, the long-term projections are expected to yield 9,205 jobs by 2028, which is a 21.66 percent increase over the current demand. The short-term demand for Maryland is expected to increase by 7.8 percent by 2021.

Occupation	Base Year	Base	Projected Year	Projected Jobs	Change	Percent Change	Average Annual Opening
Long-Term	2018	7,566	2028	9,205	1,639	21.7%	630
Short-Term	2019	2,732	2021	2,808	76	7.8%	38

According to the Workforce Regional Occupations Projections, medical/clinical laboratory technicians is projected to grow 6 percent from 2016 to 2026 in the Western Maryland Workforce Region.

Healthcare Practitioners and Technical Occupations – Maryland Occupational Projections 2012-2022 - Workforce Information & Performance

		Employment			Openings	
Occ. Code	**Occupational Title**	**2012**	**2022**	**Change**	**Replacement**	**Total**
29-2012	Medical and Clinical Laboratory Technicians	3,740	4,377	637	980	1,617

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

According to data obtained from the Maryland Higher Education Commission's Academic Program Inventory, five of the sixteen community colleges in Maryland offer an Associate degree in Medical Laboratory Technician or Medical Laboratory Technology.

Institution	Program Name	Degree Awarded
Allegany College of Maryland	Medical Laboratory Tech	Associate Degree
Anne Arundel Community College	Medical Laboratory Technician	Associate Degree
College of Southern Maryland	Medical Laboratory Technician	Associate Degree
Community College of Baltimore County	Medical Laboratory Technology	Associate Degree
Howard Community College	Medical Laboratory Technician	Associate Degree

2. Provide justification for the proposed program.

The nearest community colleges that offer a medical/clinical laboratory technician program is Howard Community College which is approximately 66 miles away and Allegany College of Maryland which is approximately 71 miles away. Therefore, HCC's proposed program would not compete with any other existing programs in the State due to the distance between campuses.

E. Relevance of High-demand Programs at Historically Black Institutions (HBIs):

1. Discuss the program's potential impact of the implementation or maintenance of high-demand programs at HBIs.

Not applicable.

F. Relevance to the identity of Historically Black Institutions (HBIs):

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

There will be no impact on the uniqueness and institutional identities or missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed medical laboratory technician program is designed to offer students an associate of applied science degree as at entry level, possessing the entry level competencies necessary to perform routine clinical laboratory tests in areas such as clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine and body fluid analysis and laboratory operations. Additionally, the proposed medical laboratory technician program was established to provide a career opportunity for individuals seeking to work in the healthcare field. The healthcare industry depends on the important work of medical laboratory technicians as they are a critical component in a healthcare facility. They traditionally work under the supervision of physicians, lab managers or lab technologists to conduct lab tests on specimens to aid in the detection of diseases or illnesses.

Hagerstown Community College currently has a few dedicated faculty positions that currently support the proposed medical laboratory technician program. In addition to current faculty, additional faculty (full-time & adjunct) will be sought that have current credentials as outlined by the National Accrediting Agency for Clinical laboratory Sciences. The Health Sciences Division Director and the Vice President for Academic Affairs & Student Services will oversee the program.

The table below identifies existing faculty as well as planned new faculty needs.

Faculty Member	Credentials	Status	Courses Taught
Existing Faculty			
Laurie Montgomery	MS, Biology BS, Biology & Chemistry Math & Science Division Director	Adjunct	BIO-116 Human Anatomy & Physiology for Allied Health
Cynthia Blank	PhD, Education/Curriculum & Instruction MS, Plant Pathology BS, Biology	Full-time	BIO-205 Microbiology
Veronica Stein	PhD, Physical Chemistry	Full-time	CHM-101 Introductory College Chemistry
New Faculty			
Instructor/Program Coordinator	M.S., MLS (ASCP)	Full-time	MLT Core Courses
Instructor	MLS (ASCP)_	Adjunct	MLT Core Courses

Hagerstown Community College will seek an individual for a full-time, tenure track program coordinator/faculty position who will be responsible for teaching and coordinating the Medical Laboratory Technician program core curricula. In addition to teaching and coordinating the core curricula, this individual will be responsible for the organization, administration, evaluation, continuous quality improvement; curriculum planning and development; participate in the budget preparation process as related to procuring materials and instructional resources; oversight of program accreditation and the advisory committee; and have regular and consistent contact with students, faculty, and program personnel. The individual selected must hold ASCP-BOC or ASCP-BOC generalist certification as a Medical Laboratory Scientist/Medical Technologist, has three years of teaching experience and must have at minimum, an earned master's degree.

Additionally, adjunct faculty members, with an expertise in medical laboratory roles will be employed on an as needed basis.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The proposed program consists of didactic and laboratory courses designed to provide students with entry-level knowledge and skill required of the medical laboratory profession. The curriculum will address pre-analytical, analytical and post-analytical components of laboratory services. This includes collecting, processing, and analyzing biological specimens and other substances, principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, significance of clinical procedures and results, principles and practices of quality assessment, for all major areas practiced in the clinical laboratory setting.

Upon successful completion of the proposed program, the student will graduate with an Associate of Applied Science Degree and will be eligible to take a national certification examination.

Educational Objectives: The Medical Laboratory Technician program will:

1. Provide a quality educational program that is flexible to student needs.
2. Prepare graduates to function as safe and competent medical laboratory technicians with the highest level of competence, offering a high level of academic achievement through a combination of academic preparation and technical training.
3. Maintain the level and quality of instructional in the medical laboratory technician core courses by including the latest in technological advances.
4. Provide the healthcare community with graduates with the knowledge and skills to display ethical, professional attitudes on campus and in clinical required of medical laboratory technicians.
5. Educate students in the merits of continuing professional development.

Learning Outcomes: Upon successful completion of the program, students will be able to:

1. Demonstrate entry-level competency for specimen analysis in hematology, coagulation, clinical chemistry, immunology, immunohematology, microbiology, urine/body fluid analysis, and laboratory operations according to established protocols and procedures.
2. Exhibit compliance in the application of safety and governmental regulations in handling chemical and biological materials.
3. Exhibit legal and ethical behavior which adheres to the professional conduct standards for clinical laboratories.
4. Demonstrate critical thinking skills for problem-solving in laboratory and clinical settings.
5. Demonstrate professional and ethical conduct in all forms of communication with patients, laboratory personnel, and other healthcare professionals.
6. Recognize the importance of continued professional development to demonstrate professional competence and growth as a healthcare professional.

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program.
b) Document student achievement of learning outcomes in the program.

HCC maintains assessment plans for all programs and courses that outline learning outcomes, assessments, curriculum mapping and data collection through Student Learning Outcomes Assessment (SLOA). Assessment practices to measure student learning and achievement of course objectives take many forms including exams, quizzes, written assignments, and competency-base evaluations. Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they

conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. All core courses in the proposed Medical Laboratory Technician degree program are to be evaluated at the completion of the semester in which they are held. Lead faculty will assess student performance in the cognitive, psychomotor and affective domains. Additionally, on an annual basis courses, program outcomes are reviewed to allow for curriculum improvements.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

The Associate of Applied Science in Medical Laboratory Technician will require 44 program credits and 19 general education credits for a total of 63 credits. Required program courses are as follows:

BIO 116 Human Anatomy and Physiology for Allied Health 4 credits
This is a single semester course (lecture and lab) designed to provide an understanding of the structure and function of human anatomy, including the nervous, endocrine, integumentary, muscular, skeletal, digestive, urinary, reproductive, respiratory, circulatory, and immune/lymphatic systems. The laboratory work involves a complete study and dissection of typical mammal specimens for comparison to the human body.

BIO 205 Microbiology 4 credits
This course is an introduction to the biology of microorganisms including microbial diversity, structure, metabolism, growth, and genetics. Topics of disinfection, sterilization, immunity, and the relationship to human diseases and the environment are included.

MLT 101 Introduction to Medical Laboratory Technician 3 credits
This course introduces students to the role that the Medical Laboratory Technician plays within the health-care system. This course covers a general overview of the departments of the clinical laboratory and laboratory personnel, laboratory safety, infection control, glassware and equipment, medical terminology, and mathematics as they apply to laboratory science. Students will develop familiarity with the blood bank and the collection of body fluids. Students review the skills needed to draw blood and prepare specimens for testing.

MLT-110 Hematology & Hemostasis 4 credits
This course covers the study of blood cells, disease, theory of coagulation and diagnostic procedures relating to whole blood. Also included is instruction in specimen processing and handling. Basic elements of automation and quality control are introduced.

MLT-111 Immunology & Molecular Diagnostics 3 credits
This course studies serum immunity and reactions to antigens and antibodies as they apply to blood. In addition, this course discusses serologic procedures including molecular biology testing.

MLT-201 Clinical Chemistry 4 credits
This course studies the basic principles and techniques of biochemistry for clinical and laboratory applications. This specifically addresses enzymes, hormones, proteins, lipids, and carbohydrates, electrolytes, and acid-base balance.

MLT-202 Clinical Microbiology 4 credits
This course focuses on the processing and handling of clinical material for microbiological culture with an emphasis on aseptic techniques, sterilization procedures and specimen handling and treatment. Proper identification of microorganisms through the use of specific media is included as well as antibiotic susceptibility testing, blood culture techniques and gram staining.

MLT-203 Urinalysis and Body Fluids 2 credits
This course studies the physical, chemical and microscopic examination of urine specimens and related tests on other body fluids such as semen, gastric contents, duodenal contents, transudates and exudates. A review of the anatomy and physiology of the kidney is included

MLT-204 Mycology, Parasitology, and Virology 2 credits
This course studies basic theory and clinical procedures used to isolate and identify infectious diseases, including the pathogenesis, epidemiology, treatment and laboratory identification of microorganisms associated with mycology, parasitology, and virology.

MLT-205 Immunohematology/Serology 3 credits
This course studies the theories of blood group antigens, antibodies, ABO grouping, Rh typing, cross matching, antibody screening and identification techniques as well as special emphasis on quality control.

MLT-210 MLT Clinical Practicum 8 credits
Provides direct supervision of clinical laboratory skills application at affiliated hospitals or health-care agencies. Students gain experience working in a variety of laboratory areas, such as hematology, coagulation, urinalysis, immuno-hematology, microbiology and clinical chemistry.

COM 103 Public Speaking 3 credits
This beginning course focuses on the theory of public address. Students will gain practice speaking in public and mediated communication contexts. Rhetorical theory will be addressed as students prepare and deliver original speeches and learn to think critically about the sociocultural challenges facing public speakers in the 21st century. Emphasis placed on informative, persuasive, and multimedia presentations.

or

COM 108 Introduction to Human Communication 3 credits

This course focuses on the communicative processes of speaking and listening from the intrapersonal, interpersonal, and group communication point of view. Skills learned assist students in developing an effective conversational style when speaking with a group or with an individual. Emphasis is also placed on communication theory and the development of students' listening skills in receiving, interpreting, and retaining oral communication.

5. **Discuss how general education requirements will be met, if applicable.**

   In addition to the Associate of Applied Science Medical Laboratory Technician program specific courses, students will be required to complete 19 general education requirements, including:

English Composition – ENG 101	3 credits
College Algebra - MAT 101	3 credits
Introductory College Chemistry – CHM 101	4 credits
Select from the approved Arts/Humanities general education list	3 credits
Select from the approved Behavioral/Social Science general education list	3 credits
Select from the approved Diversity general education list	3 credits

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

   The National Accreditation for Clinical Laboratory Sciences (NAACLS) is an independent, non-profit accrediting body for educational programs involving clinical or medical laboratory sciences and histology. Programs that receive accreditation from the NAACLS have demonstrated themselves to be comprehensive and up to date, and meet current educational standards of quality and expertise. HCC's program will be seeking NAACLS accreditation. Program accreditation by NAACLS allows graduates to be eligible for the American Society for Clinical Pathology (ASCP) national Medical Laboratory Technician Board of Certification examination.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

   Not applicable.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear; complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

   All program requirements, to include curriculum and course requirements are posted in the College's online catalog https://www.hagerstowncc.edu/academics/catalogs. Fact sheets are created for programs that include a summary of the program, admission requirements, course

requirements, curriculum pathways, employment outlook, and contact information. As with several allied health program, a fee sheet is provided to students that outline estimated costs associated with a program. In addition, programs have their own dedicated webpage to provide additional resources and information, as well as contact information for faculty overseeing the program. Links within the catalog and on the College homepage direct students to Offices of Financial Aid, Learning Technology (LMS), Information Technology, Student Services, and Finance.

Each course syllabus follows a standard template that contains the course name, instructor, student learning outcomes, minimum clock hours required for the course including both in class an out of class work. Course specific technology requirements are outlined in the syllabus as well as recording disclosure statement. Each syllabus also gives contact information for Student Services and the Disabilities' Office.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

   The Public Relations and Marketing (PRM) Office manages the content on the website at HCC. PRM staff continuously update program information through ongoing communication with Division Directors, faculty, and program coordinators. The PRM Office collaborates with the Offices of Academic Affairs, Admissions and Enrollment, and Advising and Registration to ensure all materials accurately and clearly represent the program. All materials that represent the program and or services provided by the college must be approved by the PRM Office.

H. Adequacy of Articulation:

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

   There are currently no articulation agreements for this proposed program.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11):

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, and adjunct) and the course(s) each faculty member will teach in the proposed program.**

   The program will have qualified faculty/instructors who hold appointments within the education program (e.g., certified professional in their respective fields). Faculty will demonstrate adequate knowledge and proficiency in their content areas and demonstrate the ability to teach effectively at the appropriate level.

The table below identifies existing faculty as well as planned new faculty needs.

Faculty Member	Credentials	Status	Courses Taught
Existing Faculty			
Laurie Montgomery	MS, Biology BS, Biology & Chemistry Math & Science Division Director	Adjunct	BIO-116 Human Anatomy & Physiology for Allied Health
Cynthia Blank	PhD, Education/Curriculum & Instruction MS, Plant Pathology BS, Biology	Full-time	BIO-205 Microbiology
Veronica Stein	PhD, Physical Chemistry	Full-time	CHM-101 Introductory College Chemistry
New Faculty			
Instructor/Program Coordinator	M.S., MLS (ASCP)	Full-time	MLT Core Courses
Instructors	MLS (ASCP)	Adjunct	MLT Core Courses

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:

a) Pedagogy that meets the needs of the students.
b) The learning management system.
c) Evidence-based best practices for distance education, if distance education is offered.

The Fletcher Faculty Development Center at Hagerstown Community College provides a facility, staff support, and training and workshops to help the college's faculty members maintain and improve excellence in teaching. The center was founded in 2013 with a generous grant from the Alice Virginia and David W. Fletcher Foundation. Programs and services include:

- Workshops on teaching and learning topics including flipped classroom, academic dishonesty, reading across the curriculum, online course design, application of the Quality Matters Rubric, and supporting student purposefulness.
- Consultation by request on any teaching topic, from "What's the policy?" to classroom or online course observations for peer-to-peer feedback.
- Work space, copy service, lockers, and parking tags for adjunct instructors.

In addition to ongoing support for all faculty, the Fletcher Center hosts workshops and guest speakers specifically for career faculty who have extensive industry experience, but need training and support in pedagogy and best practices in education.

The Fletcher Faculty Development Center (FFDC) has revised the COTE (Course in Online Teaching Excellence) training for faculty, by condensing the course down to 2 weeks. The FFDC also provides ongoing face-to-face training for faculty teaching online for the following topics: Soft Chalk, Online Course Redesign, Online Accessibility, Open Educational Resources (OERs).

In the fall of 2018, a new Dean of Distance Learning position was created to oversee all distance education at HCC. The new Dean implemented an internal review process for all online programs and courses, starting in fall 2019, in which quality assurance reviews will be conducted regularly. All online courses are scheduled to be reviewed within the next three academic years using the Quality Matters (QM) certification rubric. Consequently, full time faculty members and academic division Directors are now being strongly encouraged to become certified in the QM rubric.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12):

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The William M. Brish Library is committed to utilizing the latest technology to provide services and resources, both on and off campus, to meet the academic and professional needs of all members of the college community. The library subscribes to a variety of electronic resources and offers a strong core collection of physical materials that fully supports the college's programs and curriculum. In support of student retention, librarians work to empower students to successfully locate and evaluate scholarly information by providing individual and group instruction, as well as point-of-need reference assistance. The library maintains a calm, welcoming environment that fosters student success.

The Library offers access to full-text articles from a variety of journals available via several online subscription article databases and the Directory of Open Access Journals. The library also subscribes to Films On-Demand, Gale Virtual Reference Library, and an extensive collection of e-books.

The library provides access to journals in print and electronic formats that can be located by searching the online library catalog. Altogether, the library's paper and e-book collections contain several thousand items. As well as the books, films, and online databases mentioned above, all students and faculty have access to the library's interlibrary loan services through which they can request copies of articles and temporary loans of books from other libraries. Students may log in to use any of the library's electronic resources (databases, e-books, and Films On-Demand) from anywhere at any time.

The library also produces LibGuides for several courses and units on campus. LibGuides is a content management system in which knowledge is organized around a specific topic, which can then be imbedded into a class or website. Faculty can request a LibGuide to be produced for use as a resource for their classes.

The library is open 8:30 AM to 6:00 PM Monday through Thursday and 8:30 AM to 4:30 PM Fridays. HCC students also have access to 24 hour 7 days a week "Ask a Librarian" chat forum. Students can send a question to a librarian any time or day and receive an answer within 24 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13):

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to space for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

   Students at Hagerstown Community College have the opportunity to utilize all physical facilities on campus including the William M. Brish Library; Learning Support Center, Behavioral Sciences and Humanities building; Athletic, Recreation and Community Center; STEM building; Technical Innovation Center; Performing and Visual Arts Education Center; Career Programs Building housing several allied health programs and the nursing program; as well as, a state-of-the art computer lab; and the Student Center housing lounge and dining areas and the school store.

   The Health Science Division, housed in the Career Programs Building has sufficient dedicated space for program faculty, staff, and students. Available technology includes state-of-the-art electronic smart classrooms equipped with computers and data projection. In addition, the College is home to some of the latest equipment for use in skills labs for the health sciences programs, including up-to-date technology.

   In addition to the traditional classroom environment, the Medical Laboratory Technician program will utilize a designated lab with 20 student stations and an instructor station which provides a learning environment for students to develop and practice technical skills needed as a medical laboratory technician. The laboratory will have a wide array of equipment to provide students an opportunity to become competent and proficient with clinical laboratory skills necessary as an entry-level medical laboratory technician. Additionally, this learning environment is designed as a smart classroom equipped with a computer, projection system, white board, documentation camera, wireless internet access, and course management system.

   The department has sufficient dedicated office space for faculty and staff. Faculty offices include a desk, multiple chairs, bookshelves to house resources and locked filing cabinets to secure program materials. There is a conference room available for faculty meetings and private conferences with students.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

   a) **An institutional electronic mailing system, and**
   b) **A learning management system that provides the necessary technological support for distance education.**

All students, faculty, and staff at HCC receive access to the electronic mailing system via their respective accounts. Students are able to access their HCC accounts within 24 hours of admission to the college. Faculty gain access once their hiring process is completed. All students and faculty receive a unique address, and may access their accounts remotely via Outlook Web Access.

HCC is currently using Brightspace D2L as its primary Learning Management System (LMS) for online and hybrid credit classes. Within the online environment students are able to review assignments, course content, course syllabi, and review grades throughout the semester. Our faculty are trained on the features of the LMS, as well as how to develop and manage their online classrooms by the staff in the Fletcher Faculty Development Center and Learning Technology departments. Faculty have access to several features via the LMS (i.e. asynchronous online discussions for collaborating with students and having virtual office hours, ability to provide virtual lectures including animations and/or videos, automatic grading of student work for some quizzes or exams, reports to analyzing student outcomes data, and tracking their students' progress).

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14):

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures to each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The anticipated program resources for the first five years of implementation are outlined in Table 1. Resources for the program will be driven by tuition, as outlined below. Each resource category is justified separately below:

1. Reallocated Funds: The Medical Laboratory Technician program will be supported partially through internal reallocation of funds from the discontinuation of academic programs within the Health Sciences Division.
2. Tuition/Fee Revenue: The enrollment projections align with other recent career and technical degree programs at HCC. The initial cohort of students to be recruited for the program will be 10 full-time students and 2 part-time students. Annual tuition and fees are calculated based on current rates of $4,110 for FT students and $137/credit for 12 credits/year for PT students. The number of enrolled students in a cohort is anticipated to increase by 30% a year. Each cohort is anticipated to completed the program in two years.
3. Grants, Contracts and other External Sources: Hagerstown Community College will investigate grant opportunities available with the Appalachian Regional Commission (ARC) Grant, specifically as it related to State Objective 2.6, in which all Appalachian counties will equal or exceed the national average for enrollment in post-secondary education and ARC Investment Goal 2, ready workforce by increase in education, knowledge, skills, and health of residents to work and succeed in Appalachia. The ARC grant will help to finance the costs associated with equipment, technology, and supplies to

be utilized to develop hands-on skills. The total project amount will be $100,000, which includes $50,000 from the ARC grant and a $50,000 match from HCC. Should a grant application be denied, HCC is prepared to fund the program with the general operating funds. In addition to the ARC grant, HCC will request the associate degree to be added to the Perkins' postsecondary list of approved career and technology education programs, otherwise known as Perkins' List A.

4. Other Sources: None

TABLE 1: RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	59,750	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	44,388	105,156	139,440	139,996	247,968
a. Number of F/T students	10	23	30	39	51
b. Annual Tuition/Fee Rate	4,110	4,140	4,200	4,260	4,320
c. Total F/T Revenue (a x b)	41,100	95,220	126,000	166,140	220,320
d. Number of P/T Students	2	6	8	14	16
e. Credit Hour Rate (# of credits earned)	12	12	12	12	12
f. Annual Credit Hour Rate	137	138	140	142	144
g. Total P/T Revenue (d x e x f)	3,288	9,936	13,440	23,856	27,648
3. Grants, Contracts & Other External Sources	50,000	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	154,138	105,156	139,440	139,996	247,968

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

The anticipated program expenditures are outlined in Table 2. During Year 1 the primary expenditures is equipment and instruction. Each expenditure category is detailed below:

1. Faculty: In Year 1, one new tenure-track faculty will be hired to teach in the program. During Year 4 an additional adjunct faculty will be hired. Salary is determined based on the candidate's knowledge, skills, abilities, work experience, and credentials and in relationship to other employees in the same grade and/or other similar positions.
2. Administrative Staff: None
3. Support Staff: There is not one designated support staff member for the program. The health sciences division has support staff that assists with various allied health programs within the division.
4. Equipment: In year one, $75,000 is allocated to establish the teaching laboratory for the Medical Laboratory Technician program.
5. New or Renovated Space: None
6. Other Expenses: None

TABLE 2: EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b+c below)	62,500	64,375	66,306	101,555	105,515
a. # FTE	1	1	1	1.5	1.5
b. Total Salary	50,000	51,500	53,045	81,067	84,412
c. Total Benefits	12,500	12,875	13,261	20,488	21,103
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	75,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	137,500	64,375	66,306	101,555	105,515

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15):

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Hagerstown Community College (HCC) assesses programs using several methodologies including Student Learning Outcomes Assessment (SLOA), faculty evaluation, and through an annual unit planning process.

Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking. Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty, or staff. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. The Associated of Applied Science in Medical Laboratory Technician program will be evaluated at the course and program level on

an annual basis. Resource allocation (including equipment, staff, and faculty) is driven by needs addressed in the SLOA process.

Faculty are evaluated annually by the Division Director responsible for their supervision. The purpose of this evaluation is to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of the Annual Faculty Review and Professional Development Plan. This evaluation will include: a written report based on a classroom observation, annually for non-tenured faculty, and every three years for tenured faculty; a listing of the prior two semesters of student evaluations of teaching; and the supervisor's assessment of the faculty member's performance in meeting the full range of faculty duties, including professional development, as well as an assessment of college and community service. Faculty also undergo evaluation in every course taught via student evaluations. The primary use of student evaluation of instruction is as a source of information to maintain quality instruction in all the College's courses. Directors are expected to review the scores of student evaluations with faculty in their divisions. Scores on individual items can offer specific information on areas where faculty may need to make changes in course methodology, course delivery, etc. Student comments can also be a source of valuable feedback.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

   The Office of Planning and Institutional Effectiveness (PIE) is responsible for our research and evaluation processes. Through this department the institution will manage student satisfaction, as well as cost-effectiveness based on enrollment. Assessment of student retention, learning outcomes happens at the division level, and is overseen by the Office of Academic Affairs. Each year the College engages in an integrated process of planning, evaluation, and budgeting for the following fiscal year. Every unit of the college prepares a plan that reflects its accomplishments (Annual Productivity Report), and, building on the College's mission, vision, institutional priorities, and strategic plan, submits its projected needs (Unit Plan). This planning process identifies challenges and opportunities for each program in the areas of curriculum, recruiting, staffing, and budget. The plan for each unit includes: a) the unit's goals to maintain and improve productivity (e.g., new personnel, supplies, equipment, or facilities); b) timelines; c) Persons responsible; and d) assistance that may be required outside the department.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05):

1. **Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

   "The College believes in and teaches the ideals and values of cultural and racial diversity and a democratic way of life. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self direction, moral sensitivity, strength through

diversity, and the value of continuing education and life-long learning" (HCC Value Statement). Institutional Learning Outcome (IL02): Globalization and Diversity states that students will be afforded the opportunity to "explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity." The Medical Laboratory Technician program, like all HCC programs, will support the Colleges' value statement and its commitment to cultural diversity. Recognizing the importance of embracing diverse cultures in instruction, HCC offers diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take one three-credit course pertaining to multiculturalism and diversity. In addition, the College employs a full-time multicultural recruiter as well as several support services designed to support and case manage at-risk students (up to 40% of whom are a minority) to help them persist, complete their courses, and graduate.

O. Relationship to Low Productivity Identified by the Commission:

1. **If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

   This proposed program is not related to low-productivity programs as identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined by COMAR 13B.02.03.22):

1. **Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

   According to COMAR policy 13B.02.03.22, "An institution may not utilize distance education as a program modality unless the institution: 1) As of January 1, 2018, offers at least one distance education program that has been approved by the Commission and that has received appropriate designation from the institutional accreditor; or 2) Is designated by the Secretary, under §B of this regulation, as an institution eligible to provide distance education". Middle Sates Commission on Higher Education (MSCHE) confirmed that Hagerstown Community College (HCC) was "fully approved" to offer distance education programs in their letter to former HCC president Dr. Guy Altieri, dated June 24, 2016. HCC currently has several degrees and certificates currently offered via 100% online delivery which have also been submitted to Maryland Higher Education Commission (MHEC).

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

   C-RAC is a collective of seven regional organizations including the Middle Sates Commission on Higher Education (MSCHE). Hagerstown Community College is currently accredited through MSCHE, and follows the appropriate guidelines in order to adhere to the national standards and integrity for our distance education programs. As stated previously, HCC received approval form MSCHE to offer distance education programs on June 24, 2016.

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Bureau of Labor Statistics. Projection Central. Long Term Projections, All Area. Retrieved From https://www.bls.gov/ooh/healthcare/clinical-laboratory-technologists-and-technicians.htm#tab-6

Bureau of Labor Statistics. Projection Central, Long and Short Term Projections, Maryland Area. Retrieved from https://www.bls.gov/bls/exit_BLS.htm?url=http://www.projectionscentral.com/

Hagerstown Community College (2020). Mission & Vision Retrieved from https://www.hagerstowncc.edu/about-hcc/president/mission-and-vision.

Maryland Department of Labor, Regulations. Healthcare Practitioners and Technical Occupations – Maryland Occupational Projections – 2016-2026-Workforce Information & Performance. Retrieved from https://www.dllr.state.md.us/lmi/iandoproj/wias.shtml.

Maryland State Plan for Postsecondary Education: 2017-2021. Retrieved from https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx

National Accrediting Agency for Clinical Laboratory Sciences (NAACL). Retrieved from https://www.naacls.org/.

Maryland MLS/MLT Clinical Affiliate Survey

Last Modified: 2021-03-24 09:13:00 MDT

Q2 - Which hospital are you associated with? (We will keep this confidential, but you may leave this blank if you like.)

Which hospital are you associated with? (We will keep this confidential, but you may leave this blank if you like.)

2	Frederick Health Hospital
4	University of Maryland Upper Chesapeake Medial Center/ UM Harford Memorial Hospital
4	Anne Arundel Medical Center Core Laboratory
2	UM St Joseph medical center
2	Suburban Hospital
2	Veteran Affairs Medical Center
14	The Johns Hopkins Hospital
8	TidalHealth Peninsula Regional
2	Greater Baltimore Medical Center
2	MedStar Health
2	UPMC-Western Maryland
4	Sinai Hospital
2	Mercy Medical Center
4	Northwest
4	St. Agnes Hospital
2	University of Maryland Shore Medical Center at Easton
2	UMMC Midtown campus
2	Bayhealth Medical Center
2	UM BWMC
2	Carroll Hospital a life bridge Health Center
1	Johns Hopkins at Howard County General Hospital
Total Surveys	39

Q3 - Please indicate the area that you represent, as well as the maximum number of students you can take if everything is perfect and the minimum number you would accept during a difficult year.

Avg Student Capacity	Total Student Capacity		%	Count
10.6	244	Entire Lab, maximum number of s	9.02%	23
2.8	68	Entire Lab, minimum number of st	9.41%	24
4.4	87	Blood Bank/Transfusion Service, n	8.63%	22
1.7	33	Blood Bank/Transfusion Service, n	8.63%	22
2.9	61	Microbiology, maximum number c	9.02%	23
0.6	13	Microbiology, minimum number c	9.02%	23
3	87	Hematology, maximum number o	11.37%	29
1.2	35	Hematology, minimum number of	11.76%	30
3.5	106	Chemistry, maximum number of s	11.76%	30
1.6	46	Chemistry, minimum number of st	11.37%	29
		Total	100%	255

Q4 - In order to meet the workforce shortage in medical laboratories, would you support new schools offering MLS/MLT degrees or existing schools increasing capacity by agreeing to take more MLS/MLT students than you currently do?

#	Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
1	In order to	1	3	1.95	0.57	0.32	37

#	Answer	%	Count
1	Yes, I suppo	18.92%	7
2	Yes, I suppo	67.57%	25
3	No, I do no	13.51%	5
	Total	100%	37

Q4_1_TEXT - Yes, I support increased capacity and I would increase the number of studen...

Yes, I support increased capacity and I would increase the number of students I take to accommodate the increased capacity. The approximate number of students slots I could increase is: - Text

1
2
2
2
4

1

Q5 - How often does your laboratory take MLT/MLS students for their clinical rotations? (check as many as apply)

#	Answer	%	Count
1	Rarely	2.22%	1
2	Approxima	4.44%	2
3	Approxima	28.89%	13
4	Fall only	4.44%	2
5	Spring only	11.11%	5
6	Both fall ar	46.67%	21
7	Summer	2.22%	1
	Total	100%	45

Q6 - For which of the following formats do you take students and/or are you willing to consider taking students to expand rotation capacity? (check as many as apply)

#	Answer	%	Count
1	Day shift M	35.00%	35
2	Evening shi	12.00%	12
3	Overnight s	7.00%	7
4	Fall semest	19.00%	19
5	Spring sem	20.00%	20
6	Summer	7.00%	7
	Total	100%	100

Appendix 4: Maryland Education Alliance

MARYLAND EDUCATION ALLIANCE

MARYLAND EDUCATION ALLIANCE

Anne Arundel Community College ◆ Cecil College ◆ Chesapeake College ◆ College of Southern Maryland ◆ Harford Community College ◆ Prince George's Community College

MARYLAND EDUCATION ALLIANCE MASTER AGREEMENT

This Maryland Education Alliance Master Agreement ("Agreement") is entered into as of the date last signed below ("Effective Date") by and between Anne Arundel Community College ("AACC"), Cecil College ("Cecil"), Chesapeake College ("Chesapeake"), College of Southern Maryland ("CSM"), Harford Community College ("Harford"), and Prince George's Community College ("PGCC") (sometimes collectively referred to as the "Participating Colleges" or "Member Colleges", and individually referred to as a "Participating College" or a "Member College.").

RECITALS

WHEREAS, the Maryland Education Alliance ("MEA") was formed in 2020 by six community colleges serving nine counties of eastern, southern and central Maryland – AACC, Cecil, Chesapeake, CSM, Harford and PGCC; and

WHEREAS, MEA was established to sponsor joint programs among the Member Colleges for which there was a defined need and demand in the region, but which were too costly for an individual college to support on its own.

NOW, THEREFORE, in consideration of the agreements and covenants contained herein and the following promises, covenants, and conditions set forth, the Member Colleges agree as follows:

DEFINITIONS

Applicant: an institution that seeks to join the MEA.

Board: the MEA Board of Directors.

Board Representative: an individual appointed by a Member College to serve on the Board.

Dissolution Proposal: a recommendation to dissolve the MEA.

Home Institution: the Member College from where the student originates.

Host Institution: the Member College that has the discipline specific degree or certificate program that students from the Home Institution enroll in.

MEA Program: an academic degree or certificate program that is offered by a Host Institution that has been selected by the Board for inclusion in the MEA.

Withdrawal Plan: a recommendation for a Member College to discontinue its participation in MEA.

TERMS AND CONDITIONS

I. THE BOARD

A. MEA and its programs shall be governed by a Board of Directors (the "Board"), which shall be comprised of one (1) representative from each of the Member Colleges.

B. Each Member College shall appoint a Board Representative, who shall be authorized to speak and act on behalf of the Member College for all matters coming before the Board. Board Representatives may appoint a proxy to attend a Board meeting, who shall be given all of the rights and privileges of the Board Representative while attending a meeting as a proxy.

C. If the Board votes to add a Member College to the MEA, the new Member College shall appoint a representative to the Board upon being approved by the Board to join the MEA

D. The Chair of the Board ("Chair") will be selected from among the Board Representatives and voted into office at the first annual meeting of the Board. The Chair shall serve for a term of one year. Thereafter, at each Annual Meeting, the Chair position will be rotated to a Board Representative from another Member College, as voted upon by the Board.

E. The Chair shall be responsible for presiding over the Board meetings and creating the agendas.

F. The Board shall meet at least once per year. The Chair may call additional Board meetings to discuss matters impacting this Agreement, the MEA Programs, or the MEA, in the Chair's sole discretion. Any representative may request that the Chair call a meeting at any time. Representatives at annual meetings will review the past year of the MEA and set goals for the next year; elect a Board Chair if the current Board Chair's term is expiring; and address any other matter that the Board determines to consider.

G. Special meetings of the Board may be called at any time for any purpose or purposes by the Board Chair, or by a majority of the Board Representatives. A request for a Special Meeting shall state the purpose or purposes of the meeting.

Business transacted at all special meetings of the Board shall be confined to the purpose or purposes stated in the notice of the meeting.

H. The Chair may submit any matter to the Board for a vote via email or other electronic means, rather than conducting a meeting, in the Chair's discretion or with a majority of the Board's request.

I. The presence in person or by proxy of a majority of the Board Representatives shall be required to constitute a quorum at all meetings of the Board. If less than a quorum shall be in attendance at the time for which the meeting shall have been called, the meeting may be adjourned from time to time by a majority vote of the Board Representatives present or represented, without any notice other than by announcement at the meeting, until a quorum shall attend. For purposes of determining a quorum, the presence by telephone, or other electronic means, including video conference, shall be considered the same as if the person was physically present. At any adjourned meeting at which a quorum shall attend, any business may be transacted which might have been transacted if the meeting had been held as originally called.

J. At all meetings of the Board, each Board Representative shall have one (1) vote. Unless otherwise provided in this Agreement, all elections shall be had and all questions shall be decided by a majority of the votes cast at a duly constituted meeting.

II. MEA PROGRAMS

A. The Board shall review the MEA Programs at least once per year.

B. Any representative on the Board may recommend adding or removing an MEA Program from the MEA to the Chair.

1. If a Board meeting is not already scheduled to take place within one (1) month of receipt of the recommendation, the Chair shall call a vote of the Board to discuss the recommendation to add or remove an MEA Program.

2. The representative who made the recommendation shall present information regarding the recommendation to the Board, and the Board shall vote on the recommendation.

C. For each MEA Program, the Board will develop a subsidiary agreement, which will be attached hereto as an Addendum.

D. Addendums shall be signed by each Member College which intends to participate in the MEA Program ("Participating Colleges"). To the extent applicable, the Addendum shall address:

1. Any specific program requirements, admission requirements, and prerequisites;

2. Articulation of transfer credits between Participating Colleges;

3. Conferral of the degree or certificate for the MEA Program;

4. Tuition, fees and financial aid;

5. Financial agreements between the Participating Colleges;

6. Reserved seat allowance (if any); and

7. Clinical placement (if any).

E. Each Addendum shall include an "Effective Date," which will determine the date on which the program officially becomes an MEA Program.

F. The Chair may request MEA Program updates to the Board from Member Colleges, as needed, throughout the academic year.

III. ADMISSIONS, PROGRAMS AND CURRICULUM

A. To enroll in an MEA Program, the student must meet the admissions requirements of and be admitted to the Host Institution's program. The student must also have been enrolled as a student good standing at the Home Institution.

B. A student who enrolls in a program or course(s) at a Host Institution will be considered a student of the Host Institution and shall be subject to the Host Institution's policies and procedures, including but not limited to an Academic Integrity Policy or Code of Student Conduct. Any Host Institution intending to discipline a student shall notify the Home Institution of the pending discipline and the grounds for discipline.

C. The Participating Colleges for each MEA Program will be responsible for implementation of the program and curriculum of the specific MEA Program in accordance with the Addendum.

D. Program curriculum for each MEA Program shall be determined by the Host Institution.

E. Material curriculum changes or revisions will be submitted to the Board for review and approval.

F. The Host Institution will apply for and maintain any relevant accreditation for each MEA Program for which the Host Institution will accept students from

Participating Colleges. Any changes in accreditation status for the program or the institution will be communicated to all Participating Colleges in writing within thirty (30) days of the Host Institution's receipt of notice from the accrediting agency.

G. To the maximum extent possible, all general education courses and non-program specific coursework requirements will be taken at the Home Institution of each student.

IV. INSURANCE

A. Each Member College will be responsible for obtaining and maintaining general commercial liability and professional liability insurance coverage for its own students, faculty, and staff both on each Member College's home campus, at clinical sites (if any), as well as other locations or in other settings as required for the delivery of instruction. Insurance policy limits shall be consistent with current industry standards.

B. Liability coverage for actions of a program director, if applicable, will be provided by the employer of record, for the MEA Program and Member College.

V. WITHDRAWAL OF A MEMBER COLLEGE IN MEA

A. A Member College wishing to withdraw from the MEA must notify the Board at least one (1) year prior to withdrawing.

B. Within ten (10) business days of the receipt of notice from a Member College that it intends to withdraw from the MEA, the Board Chair shall schedule a special meeting of the Board, at which the Board shall consider and address:

1. The effect of the withdrawal upon the MEA programs offered by the withdrawing Member College, including the status and impact of the withdrawal upon students enrolled in the MEA program;

2. The future of the academic program offered to MEA by the withdrawing Member College; and

3. The impact of the withdrawal on the ability of the MEA to continue to offer its programs.

C. Following the special meeting, the Board shall prepare a Withdrawal Plan addressing each of the foregoing matters, and present it to the entire Board for discussion and vote. Once approved by a majority of the Board, the Withdrawal Plan shall be presented to the withdrawing Member College.

D. In no case will withdrawal of a Member College from the MEA jeopardize the graduation of any student currently enrolled in an MEA Program and making satisfactory progress toward graduation, as reasonably determined by the Board. Any withdrawing Member College shall indemnify MEA and the other Member Colleges for any costs and expenses incurred in connection with this Section, and further agree to take all steps reasonably necessary to carry out the intention of this Section.

VI. ADDITION OF A MEMBER COLLEGE

A. An Applicant may submit a request to the Board to join the MEA in a form and format determined by the Board.

B. Upon receipt of a request to join the MEA, the Chair will provide the Applicant's application to the Board Representatives.

C. The Chair may call a meeting to discuss and vote on the petition or may call a vote on the petition via email or other electronic means.

D. An Applicant shall be admitted as a Member College upon the affirmative vote of the majority of the Board Representatives.

VII. DISSOLUTION OF THE MEA

A. Any Representative may request dissolution of the MEA by submitting a written Dissolution Proposal to the Chair.

B. The Dissolution Proposal shall include a plan for teaching out students enrolled in MEA Programs.

C. Upon receipt of the Dissolution Proposal, the Chair shall call a special meeting to discuss the Dissolution Proposal.

D. Each representative will present the Dissolution Proposal to the President of the Member College that the Representative represents.

E. After each Representative has received feedback from the President of the Member College, the Board shall reconvene to make any modifications to the Dissolution Proposal and vote on the Dissolution Proposal.

F. An affirmative vote of the majority of the Board shall be required to approve the Dissolution Proposal.

G. If the Board votes to dissolve the MEA, the Board shall set a date for dissolution.

H. In no event will dissolution of the MEA jeopardize the graduation of students currently enrolled and making satisfactory progress in the program, as determined by the Board in its reasonable discretion.

I. Equipment

1. If the MEA is dissolved, all equipment purchased by an individual Member College shall remain the property of that Member College.

2. If any equipment was jointly purchased by two or more Member Colleges, if a Member College wishes to retain ownership of the equipment, that Member College shall pay to the other Member College(s) co-owning the equipment the fair market value (as determined by the Board) of the percentage of the equipment owned by the other Member Colleges.

3. If any equipment was purchased by the MEA or jointly by all Member Colleges, the equipment will be sold to the highest bidder, which may include one of the Member Colleges. Proceeds will be divided among Member Colleges based on a pro rata shared determined by each Member College's contribution to the purchase of the equipment.

VIII. GENERAL PROVISIONS

A. Points of Contact. Each Member College designates the following point of contact to be primarily responsible for the planning, execution, and exchange of information under this Agreement:

1. Anne Arundel Community College Point of Contact: Michael H. Gavin, Vice-President for Learning / 101 College Parkway Arnold, MD 21012-1895 / 410-777-2332/ mhgavin@aacc.edu

2. Cecil College Point of Contact**:** Christy Dryer, Vice-President for Academic Programs / One Seahawk Dr. North East MD 21901 / 410-287-1013 / cdryer@cecil.edu

3. Chesapeake College Point of Contact: David A. Harper, Vice-President for Workforce and Academic Programs / 1000 College Circle Wye Mills, MD 21679 / 410-827-5832 / dharper@chesapeake.edu

4. College of Southern Maryland Point of Contact: Rodney Redmond Interim Vice-President of Academic Affairs / 8730 Mitchell Road
La Plata, Maryland 20646 / **301-934-7770** / ryredmond@csmd.edu

5. Harford Community College Point of Contact: Timothy Sherwood, Vice-President for Academic Affairs / 401 Thomas Run Road Bel Air, MD 21015-1627 / 443-412-2244 / sherwota@harford.edu

Timothy Sherwood, Vice-
President for Academic Affairs / 401 Thomas Run Road Bel Air, MD 21015-1627 / 443-412-2244 / |sherwota@harford.edu

6. Prince Georges Community College Point of Contact: Clayton Railey, Executive Vice President and Provost of Teaching, Learning, and Student Success / 301-546-0406 / raileyca@pgcc.edu

B. Notices. Any notice or communication permitted or required between the Member Colleges under this Agreement shall be in writing and given by hand delivery, delivery by United States mail, email, or delivery by commercial overnight carrier to the Point of Contact listed above, with a copy to the Member College's General Counsel, if any. Notice shall be effective upon receipt to the person to whom it was addressed or three (3) days after notice was sent, whichever is earlier. Member Colleges may change the notice address set forth in this Agreement by providing notice to the other Party.

C. Amendments. Any modification of the terms of this Agreement must be in writing, have a specified effective date, and be signed by all Member Colleges.

D. Entire Agreement. This Agreement, when fully executed, shall supersede any and all prior contemporaneous agreements, either oral or in writing, with respect to the subject matter thereof.

E. Choice of Law and Jurisdiction. This Agreement, and all claims arising out of or relating to this Agreement, whether sounding in contract, tort, or otherwise shall be governed in all respects by the laws of Maryland, without reference to its conflicts of law provisions. This Agreement shall be enforced only in a court of competent jurisdiction within the State of Maryland.

F. Force Majeure. In no event shall any Member College be responsible or liable for any failure or delay in the performance of its obligations hereunder arising out of or caused by, directly or indirectly, forces beyond its control, including, without limitation, strikes; work stoppages; accidents; acts of war or terrorism; civil or military disturbances; riots; hostile foreign action; government action; nuclear incidents or explosions; acts of God; natural disasters, such as hurricanes, tornados, earthquakes, typhoons, floods, fires or other catastrophic natural event; epidemics or pandemics; and interruptions, loss or malfunctions of utilities, communications, transportation or computer (software and hardware) services.

G. Counterparts. This Agreement may be executed in any number of counterparts, each of which, when so executed and delivered, will be deemed an original, and all of which will constitute one and the same Agreement. This Agreement may be executed by way of electronic signature and signature pages may be exchanged electronically, and such signatures will be deemed original signatures.

H. Except as specifically permitted in this Agreement, no Member College is authorized to act on behalf of any other Member College without prior written consent. No agency is created by virtue of this Agreement. Each Member College is an independent institution. This Agreement creates an affiliation of independent institutions for the benefit of cooperative and coordinated academic instruction only, and no partnership, joint venture, or other entity is formed as a result of this Agreement.

I. Authorization. Each Member College represents and warrants to every other Member College that it has been duly authorized to enter into the MEA and this Agreement, and that the person whose signature appears on this Agreement has been duly authorized to execute this Agreement on behalf of the Member College they represent.

In witness whereof, the Member Colleges, by their authorized representatives, sign below:

ANNE ARUNDEL COMMUNITY COLLEGE

BY: _____

Title: President

Date: 03/01/2021

CECIL COLLEGE

BY: Mary Way Bolt

Title: President

Date: 02/25/2021

CHESAPEAKE COLLEGE

BY: _____

Title: President

Date: 03/02/2021

COLLEGE OF SOUTHERN MARYLAND

BY: Maureen Murphy

Title: _____

Date: 03/01/2021

HARFORD COMMUNITY COLLEGE

BY: _____

Title: President

Date: 03/02/2021

PRINCE GEORGE'S COMMUNITY COLLEGE

BY: Falecia D Williams

Title: President

Date: 03/03/2021